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ABSTRACT

The manual specifies policies and procedures for implementing Wisconsin's boarding home programs, in which handicapped children live during the week in a home close to appropriate special education classes and return to their own homes on the weekend. Covered are guidelines for the following aspects: legal basis for the program, referral procedure, role responsibilities (parent, boarding parent, special educator, boarding home supervisor, and consultant); placement procedures (sample forms, preplacement visits); inservice training and consultation; and major problems (transportation, payment for weekend care, discipline, recruitment, teacher involvement, independent placement, children with behavior problems, multihandicapped children, concurrent use of homes for foster and boarding care, liability of agency and boarding home parents, number of children allowable, use of boarding home parents who retire, and selection criteria of boarding home parents). (CL)

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IMPLEMENTATION PLAN AND PROCEDURES

FOR BOARDING HOME PROGRAMS

A Resource Manual

Implemented Through the Provisions
of Subchapter IV, Chapter 115, Wis. Stats.

By William A. Berkan, ACSW
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IE C121600

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PREFACE

In February, 1971, the Department of Public Instruction (DPI), Division for Handicapped Children (DHC) hosted a meeting of all persons who supervised the boarding home program on a local level. The meeting was intended to evaluate the then current status of the program and to identify ways in which it could become more responsive to the needs of boarding children, parents, and boarding home parents. The consensus of the group was that major efforts were necessary to build on the strong tradition of service developed by Ms. Virginia Stephenson, the original DHC child welfare consultant. From February 1971 until May, 1976, all of the persons involved in the program have attempted to develop ways in which the boarding home program could improve its service delivery system. This implementation plan represents a combined state and local effort which has been carefully field tested since September, 1973. One measure of its effectiveness is that prior to the field test of its use, 46 percent of the children were placed in at least one new home each year; since its test use, we have averaged four percent.

This plan is intended to be used by school social workers who supervise the program, teachers, school administrators, parents and boarding home parents. It contains the combined experience of nearly 50 years of Division boarding home program experience in a way which spells out how something shall be done, who shall do it, and why it should be done.

I wish to gratefully acknowledge all those who assisted me in the original development of this document: Judy Topitzes and Carol Ziesmer (Madison school

social workers), Nancy Verber (Green Bay school social worker), and Nan Rueber (Bureau for Crippled Children). Also Mark Carey (Wausau), Joel Strayer (Eau Claire), Jan Wucherpfennig (Madison), and George Buissee (LaCrosse), the current local boarding home supervisors who have implemented, critiqued, and added their experience to this plan. In a real sense this plan is a product of our joint effort.

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Table of Contents

		Page
Preface		
Table of Contents		
I.	Introduction	1
	A. Background	1
	B. Philosophy	1-2
	C. Legal Basis for the Boarding Home Program	2-3
II.	Referral Procedures	3-4
III.	Role Responsibilities	4
	A. Parent Role (1-10)	4-8
	B. Boarding Home Parent Role	9
	1. Ability to work with child's parents	9-10
	2. Ability to care for the child's physical needs	11
	3. Ability to take part in the special treatment plans for the handicapped child	12
	4. Ability to work with the school	13
	5. Miscellaneous personal requirements	13-14
	C. Special Educator's Role	14-15
	D. Boarding Home Supervisor	15-18
	E. DHC - Socio-Educational Consultant	18-19
IV.	Placement Procedures	19
	A. Forms - General Information	19-20
	1. Information for boarding home placement and emergency surgery and/or medical care approval	20-22
	2. Medical record and examinations	23-25
	3. Boarding home agreement and rate sheet	26-27
	B. Miscellaneous Information and Forms from the Boarding Home Supervisor	28-30
	C. Preplacement Visits	31-32
V.	Inservice Training and Consultation	
	A. DHC - Socio-Educational Consultant Consultation to the Boarding Home Supervisor	32-33
	B. Inservice Training for Parents and Boarding Home Parents	33
VI.	Evaluation	33-34
VII.	Program Development	34

Page

VIII. Major Problems

A. Transportation 34-35
B. Payment for Weekend Care 35
C. Discipline 36
D. Recruitment 36
E. Teacher Involvement 36-37
F. Independent Placement 37-38
G. Children with Behavior Problems 38-39
H. Multihandicapped Children 39-40
I. Concurrent Use of Homes for Foster and Boarding Care 40-41
J. Liability of Boarding Home Parents and the Agency for Injury to the Child or Damage by the Child . . 41-43
K. Number of Children Allowable in a Single Home 43-44
L. Use of Boarding Home Parents who Retire 44-45
M. Criteria for Selection and Use of Boarding Home Parents . 45-49

IX. Grievance Procedure 49

I. Introduction

A. Background

The boarding home is an outgrowth of the general practice, prevalent many years ago, of rural high school students living with town families in order to attend classes. "Townies," as they were called, thus avoided impossible roads and long, arduous daily travel from home to school and back. Some lived with relatives, but many lived with townspeople who opened their homes to the students either for nominal room and board rates or equitable help with family work. The need for such arrangements lessened as transportation became less arduous and high schools became more numerous. The legacy of the "townie" was not forgotten, however, and when Wisconsin moved to educate its exceptional children, the state legislature wisely outlined and provided in the statutes authorization for the boarding home program as we know it today.

B. Philosophy

The boarding home program has only one purpose - to serve the educational needs of children in a manner which will be educationally, socially, and emotionally beneficial to them. There are several thousand children in Wisconsin with a variety of handicaps that can be lessened through special educational programs. Such programs not only aid them in living with their handicaps but help them to achieve their maximum potential.

However, these special educational programs, with the resources considered vital to the continuing education and treatment these children need, are not available in all communities. Since a major hurdle for anyone with a handicap is "differentness", anything additional that sets them apart from other children tends to hamper the value of special education. These children need to attend school in as normal a setting as possible. They need to have normal family-type surroundings which the boarding program provides.

Under the boarding home arrangement, children are in their own homes on weekends, returning to the boarding home sometime Sunday or on Monday. They live with the boarding family all week, ideally coming to feel like a member. They attend school, do homework, perform such chores as they are able around the house, and live as normal a life as possible. The boarding home parents see that they do what would be required of their own children so far as they are able. They assume many aspects of the parent role, such as supervising homework, attending teacher conferences, participating in extracurricular activities, etc. The big difference that occurs in otherwise everyday living is that they also assume the responsibilities that go with their boarding child's special educational needs. Further, they are not actually the child's parents and must live within that limitation.

C. Legal Basis for the Boarding Home Program

Section 121.57, Wis. Stats., authorizes the Department of Public Instruction (DPI), Division for Handicapped Children (DHC), to

provide boarding homes for handicapped children who must attend special education classes which are more than 20 miles from their own homes. No legislative control over the administration of specific program details is spelled out in the statutes except that funds for room and board payments are to be paid from monies allocated for transportation (section 121.57, Wis. Stats). In addition, the legislature recognized the need to place a quality control on the care which was given handicapped children in boarding homes. Therefore, they designated the state superintendent of schools as the final authority as to the "desirability, suitability, and adequacy" of boarding care in each individual case (section 121.58(5), Wis. Stats.).

II. Referral Procedure

All handicapped children referred for boarding home placement have first been evaluated for appropriate class placement by the multidisciplinary team in that child's home school district. If the needed class is more than 20 miles from the child's home, and the parents wish, a boarding home placement is considered. Referral for this consideration must come from the multidisciplinary team to the DHC educational supervisor and there to the DHC socio-educational consultant. The socio-educational consultant notifies the boarding home supervisor who is then responsible for initiating the psychosocial evaluation of the child for placement. This is done by making a home visit to determine both the child's readiness and the parent's readiness to use placement. A report is prepared which is forwarded

to the socio-educational consultant and which is the basis for the placement decision. This forms a base line for evaluating the child's psycho-social adjustment.

The boarding home supervisor also is responsible for recruiting, evaluating, and supervising all boarding homes in that particular special educational class area. The boarding home supervisor is responsible for matching the available homes to the children who need them. Parents have the right and the responsibility to approve of any home proposed for the care of their child. No placement in a particular boarding home can be made without the express approval of the child's parents (section 121.57(2), Wis. Stats.).

III. Role Responsibilities

A. Parent Role

The parents of a child in boarding care are the key to whether or not the experience is educationally and emotionally a good one. They must be able to bridge a gap of many miles to keep a close watch on their child's needs and progress. Although boarding home supervisors, teachers, and the child's boarding home parents al attempt to aid the parents in this task, they are merely extensions of the parents. Parents are responsible for the welfare of their own child whether that child is in their own home or a boarding home. State statutes reflect this and designate the parents as the placing authority in the boarding home program (section 121.57, Wis. Stats.). As the placing authority, the parents have the right

to remove their child at any time when they deem it in the child's best interests. Removal of the child from a boarding home does not imply that they are then exempt from the compulsory school attendance law. They must maintain their child in an approved school program. General responsibilities of the parent include the following:

1. Providing weekend transportation to and from the boarding home on the agreed upon day and time. There is no provision in state statutes which allows for parents to be reimbursed for this weekend transportation.
2. All medical/surgical expenses are also borne by the parents who continue to maintain their regular health insurance coverage on their child during boarding care.
3. Clothing is provided by the parents who are also responsible for maintaining and replacing the child's wearing apparel.
4. Special expenses, such as allowances or school hot lunches, are covered by parental contribution. Boarding home children are urged to participate in any available hot lunch program, but this is not required. If the boarding home parent packs a sack lunch for the child on a regular basis, the natural parents must make arrangements with the boarding home parent regarding appropriate payment for this extra service.
5. Keeping all of the child's equipment in good working order. This might include wheelchairs, crutches, braces, dental appliances, or hearing aids but is not necessarily limited to these items. The concept behind this is that all these

special resources are vital in assisting a child in many if not all of the educational tasks the school will require.

6. Completion of all required forms so that proper coverage for emergency situations and tuition payments can be established. No placement can be made before these forms are completed.

7. Occasionally, illness at home or extreme weather conditions make it necessary for a child to remain in the boarding home over a weekend. In such a case, the child's parents are responsible for arranging payment to the boarding home for Saturday and Sunday. This situation exists because funds for boarding care are obtained through the state school transportation fund and are therefore based on a five-day school week. In special cases of need, the boarding home supervisor should contact the DHC socio-educational consultant so that alternative payment resources can be found.

8. If a child becomes ill while in the boarding home, the parents may be asked by the school or the boarding home parent to pick the child up during the middle of the week. Reasonable arrangements can be made through the boarding home supervisor in cases of this nature.

9. Parents are requested to notify the boarding home supervisor when major changes occur in the family which could affect the child in boarding care, e.g., births, deaths, financial crisis, or change of address. Parents are also expected to become involved with the school to ensure maximum educational benefit.

This participation on the part of parents is not to be taken lightly since the more involved they are with the school and the boarding home placement, the more consistent the life experiences of the child will become. For example:

a. Parent-teacher conferences provide the parent with the opportunity to check on the progress of the child in school, to discuss problem areas, and to inform the teacher of progress made in the home.

b. Periodically, the teacher or physical therapist or boarding home supervisor will suggest particular exercises or approaches to try which are part of the overall effort of working to maximize the child's development. Blind obedience to these suggestions is not required, but cooperation in trying new approaches is expected.

c. Parents are expected to attend one meeting at the school each year to review the boarding home program, pupil progress, and any problems noted. This meeting is to be conducted by the boarding home supervisor and the DHC socio-educational consultant.

10. The boarding home supervisors study the qualifications of each couple who apply to become boarding home parents, and none are selected who do not meet the qualifications. Children are placed in the boarding homes which most closely meet their needs after the home has been approved by the child's parents. The actual placement of the child does not

automatically end the parents' involvement with the boarding home. Parents are responsible for transporting their child to and from the boarding home, and a major expectation is that they will spend 30 minutes each week with the boarding parents reviewing the child's situation. This contac may be by phone, letter, or in person. There should be a face-to-face conference with the boarding home parents at least four times yearly. It is during these times that problems such as discipline, education, or health care can be resolved between the two families. It is also the time when the two sets of parents learn to trust and understand each other. Occasionally, these visits will uncover problems in the placement which will make the need for the child's replacement clear. Such a situation is most quickly observed by the child's own parents, and therefore, these visits are vital to the child's well being.

The child's own home takes on new significance to his physical and emotional well being when he is served in the boarding home program. Families who follow through on special physical therapy, discipline, or educational instructions on the weekend are contributing to the welfare of their handicapped child in a real and meaningful way. These are families who resist the temptation to treat their child as a guest on the weekend, and thereby avoid creating the problems presented by an overindulged child.

B. Boarding Parent Role

Boarding home parents are selected on the basis of their demonstrated ability to care for children. After selection, they are expected to actively participate in the planning and implementation of the boarding child's educational placement. They act as the link between the school and the child's home and as such must perform well in at least five major areas:

1. The ability to work with the child's parents - Boarding home parents are, in effect, sharing a child with his own parents. In the course of such a relationship, they will become aware of a great many of the natural family's secrets and problems. Any such knowledge which might be gained by the boarding home parents is confidential and may be shared only with the supervising social worker. It is the responsibility of the boarding home supervisor to then make the decision as to whether that information is appropriate to be shared with the school and in what manner it should be shared. It is important that the boarding home parents make no moral judgments about how these secrets or problems affect the handicapped child. Acceptance of the family and the child as they are is the basic foundation for successfully meeting the needs of the handicapped child. If the boarding home parents have any negative opinions about the child or his parents, they are not to discuss that opinion when the child might overhear them. To do otherwise would force the child to choose

which set of parents' values were correct. Such a choice sets up a competition for the child's approval and affection which is harmful to his emotional development. Therefore, such discussion in front of the child cannot be allowed.

Boarding home parents are expected to have weekly contact with the parents to discuss the child. This contact may be by phone, letter, or in person. The boarding home parents are encouraged to maintain a notebook on specific things they wish to pass on to parents. School personnel may or may not use these regular contacts to communicate with the parents. Subject matter for these conferences should include discipline problems, school performance, special instructions from the school therapists (physical therapist, speech therapist), progress toward physical and academic goals, normal growth and developmental milestones observed, and general anecdotes of the week's activities.

Clearly understood, open communication is the hallmark of the superior boarding parent. Misunderstandings can be avoided if both sets of parents feel free to confide in each other. If a particular crisis is occuring in either family, the other might feel responsible for the strained atmosphere. An honest statement that a problem exists, or a straightforward question about an unpleasant feeling, will avoid most serious misunderstandings.

2. The ability to care for the child's physical needs - Handicapped children have a variety of appliances which are used to compensate for their specific conditions. These appliances require special care. Hearing aids with dead batteries or torn cords are not beneficial. Crutches or wheelchairs which are illfitting are not only of little benefit but can be dangerous to the child's health. Boarding home parents who observe any of these or similar conditions should report them to the parents, the school, and the social worker for correction. Boarding home parents are also asked to perform minor special care procedures for the child. Examples might be ear or eye care, skin care, or special physical exercises.

Transportation to doctor appointments whether routine or emergency are an integral part of providing good physical care for the handicapped child. Diet is an important aspect of aiding in the child's normal growth and development, especially the handicapped child. In many instances, special diets will be prescribed, and in all such cases, absolute adherence to those diets is a must. Boarding home parents should supervise the child in eating, playing and self-care activities so that the child is encouraged to function independently as much as possible.

For the handicapped child, the physical environment takes on special importance, and it should minimize the effect of the handicapping condition if possible. Safety measures such as fire escape routes and procedures, ramps, support bars in the bath area and protective gates in stairwells are all often necessary to protect the child's safety.

3. Ability to take part in the special treatment plans for the handicapped child - The task of the boarding home parent in treatment of the handicapped child consists of both performing specific tasks and observing the child's needs and reactions. All of the efforts at discipline or self-help training must be consistent and concentrated to ensure the child's developing self-reliance. The key to the boarding home family's ability to move beyond trial and error work with the handicapped child to a more reasoned approach is the sharing of knowledge and experience which occurs in the required in-service training sessions held each year. Attendance at two meetings each year is mandatory unless specifically excused by the boarding home supervisor. Boarding home parents are also expected to visit the child's classroom to observe at least once per semester and to have oral or written contact with the child's teacher at least once per month.

The emotional as well as the physical and educational experience of the child is subject to planned actions on the part of parents, boarding home parents, educators, and boarding home supervisor to maximize the positive effect of the boarding home experience. Emotionally, the child will develop best if encouraged to take part in all of the usual activities of the boarding family. Emotional health of the child also depends on both sets of parents setting appropriate behavior limits and expectations for him. The handicapped child is primarily a child who needs love, discipline, and the opportunity to explore the world.

4. Ability to work with the school - Special education teachers, speech, occupational, and physical therapists often ask that specific exercises be performed at the boarding home to help accomplish educational goals. Boarding home parents are expected to attend special and regularly scheduled parent-teacher conferences at the school so that all efforts to help the child are coordinated. In educational matters, the suggestions of the teacher should be followed by the boarding home parents. Conferences will be used to evaluate educational progress.

5. Miscellaneous personal requirements

   a. Boarding home parents must maintain a valid, current foster home license. Requirements for that license include an annual physical examination, and provision of personal references.

   b. If any significant change in the boarding home occurs, such as a death, divorce, serious illness (mental or physical), change of address, or addition of a new family member, the boarding home supervisor must be notified.

   c. Boarding home parents are asked to express their opinions regarding the planning being done for the child but must realize that the decisions reached by the parents, school, and boarding home supervisor are final.

d. Boarding home parents should also be able to make a rational decision not to begin (or continue) care for a specific child and to communicate this decision to the parents, school, and the boarding home supervisor. This is not only an expectation of boarding home parents, but it is their right to decide for whom they will or will not provide care.

C. Special Educator's Role

It is the responsibility of the special educator to perform the educational duties that are expected by the school system. The unique situation that a boarding home placement presents makes it necessary for the teacher to keep in contact with both the parents and the boarding parents. Therefore, the teacher should provide progress information to the parents and the boarding home, set up conferences for the parents and the boarding home, and provide instruction to both the parents and the boarding home on the ways they can help the child at home.

The teacher should contact the boarding home supervisor when any question arises regarding a particular boarding home placement or the boarding home program in general. All boarding home placements are the responsibility of the boarding home supervisor and the parents. Review of placement decision is the exclusive prerogative of the parent or the DHC socio-educational consultant. The teacher should also contact the boarding home supervisor when any change in the child's educational program is anticipated so that the

complete cooperation of the boarding home program participants can be assured.

D. Boarding Home Supervisor's Role

The boarding home supervisor will be responsible for recruiting boarding home parents and determining that they meet the licensing requirements of Wisconsin. In addition, the boarding home supervisor will evaluate potential boarding homes according to the criteria for selection of boarding homes. The boarding home supervisor will write a report on families that are being recommended for licensing. A copy of this will be sent to the socio-educational consultant in the DHC.

The boarding home supervisor shall evaluate the socio-psychological readiness of each potential boarding home child referred by the DHC socio-educational consultant. Recommendations pertaining to the type of boarding home which is most beneficial to each child, including any supportive services which might be required to ensure a successful placement, are made in the boarding home supervisor's report.

Copies of all reports, a complete medical examination form on the child, a signed Boarding Home Information form, a signed Rate Sheet and Agreement form shall be provided by the boarding home supervisor to the appropriate school officials and the DHC socio-educational consultant.

Before initiating placement, the boarding home supervisor will contact the parents to obtain an idea of what they would like in a boarding home. Arrangements for the parents and child to visit more than one boarding home will then be made. The boarding home supervisor shall be present during these visits to make introductions, to facilitate communications, and to observe the interaction. After the initial visit, an extended visit shall be made between the parents and the boarding home which they have chosen. With the preplacement visits and the actual placement, the boarding home supervisor must be available to the parents and boarding home family to assist with any problems or questions that arise.

The boarding home supervisor's primary responsibility is to the child. In any interaction with the various people and systems involved, the focus is on providing the best possible opportunities for the child's educational and social development. The boarding home supervisor is responsible for coordinating the relationship between the school, the parents, and the boarding home parents to ensure that each child's social and educational development receives the optimum service. This includes ensuring that the child is provided extracurricular programming after school as appropriate.

The boarding home supervisor will have a minimum of one contact a semester with the parents. The wishes of the parents must be respected regarding the boarding home in which a child is placed,

because if the parents do not feel satisfied with the home, their dissatisfaction reduces the chances for the placement to work well for the child. The boarding home supervisor will assist in communicating the educational goals to the parents and in helping them work with the child and will be available to the parents to discuss any aspect of the boarding home program or of the child's adjustment.

The boarding home supervisor will have a minimum of three contacts a semester with each boarding home. Together with the DHC socio-educational consultant, the boarding home supervisor will set up a minimum of three in-service training programs per school year for the boarding home parents. In addition to the in-service programs, the boarding home supervisor will assist the boarding home parents in learning about the child's handicap through contacts with appropriate professional personnel or through written material. The boarding home supervisor will be available to assist the boarding home parents in making contact with the school to observe and for teacher conferences. It will be the role of the boarding home supervisor to help the boarding home with any problems that arise with the child, the school, or the parents.

The boarding home supervisor will furnish the school with the name, address, and telephone number of the boarding home at the time of the child's placement. This information must be kept

up to date. The boarding home supervisor will assist the school personnel in seeking parental and boarding home parent cooperation and involvement. When the child returns to the home school or is transferred to another school, the boarding home supervisor will take responsibility for making certain that the necessary contacts have been made to ensure a smooth transition.

The boarding home supervisor will submit the boarding home licensing study, the yearly relicensing study, and the rate forms to the DHC. The boarding home supervisor will inform the DHC socio-educational consultant of any changes or major problems with a child's placement or own home. A written report will be submitted on each child who has had personal problems or problems related to boarding home placement. A routine check sheet or short report will be written on the children who have not had problems and where there have been no significant changes in the placement or home.

E. DHC - Socio-Educational Consultant

The following are the responsibilities of the DHC socio-educational consultant:

1. Shall be responsible for the statewide supervision of the boarding home program.
2. Shall make a minimum of two yearly on-site visits to each school involved in the boarding home program to consult with that school's social worker assigned to the program.
3. In concert with the local boarding home supervisor, the DHC socio-educational consultant shall provide at least one in-

service training program for boarding home parents each school year at each local boarding home program site.

4. Shall plan and implement at least two in-service training programs for social workers and other appropriate school and community personnel each year.
5. Shall approve all individual boarding rates.
6. Shall be responsible for the statewide promotion of intragency cooperation and coordination which would enhance services to handicapped children in boarding care and their natural parents.

IV. Placement Procedures

A. Forms - General Information

There are three forms. The Boarding Home Information Sheet (which has the emergency medical/surgical permission slip on it), the Medical Examination form, and the combined Boarding Home Agreement and Rate Sheet. The parents are to fill out the Boarding Home Information Sheet and sign it. (Note: There are spaces for the parents to sign four times. They should check the accuracy of the information, make needed changes, and sign once each year. By signing and dating this form each year, the Medical Surgical Permission remains legally current). The parents are also responsible for obtaining a medical examination for their child each year and having the physician fill out the Medical Examination form. The boarding home supervisor is responsible for completing the Boarding

Home Rate Sheet and Agreement form. (Note: The form must be signed by the parents, the boarding home parents, and the boarding home supervisor.) When the rate sheet and agreement form is completed, the child may be placed. Final approval of the boarding home placement is dependent on the DHC's socio-educational consultant's review of the social study on the child, the licensing study of the boarding home used, completion of all remaining forms within 30 days, and the socio-educational consultant's approval signature on the Rate Sheet and Agreement form.

The absence of any of the above indicates that the placement is not properly established and approval of payment for room and board expenses is not authorized.

1. Information for boarding home placement and emergency surgery and/or medical care approval - This combined form not only ensures that the child can receive proper care if a parent or guardian cannot be reached in case of an emergency but indicates that the parent or guardian has been advised of the normal risks involved in the program. Failure to inform the parents of these risks and to obtain their permission to act in an emergency raises serious questions of legal responsibility in the event of a serious misfortune. The form must be signed each year for each child. This form collects basic "face sheet" data, and allows the boarding home supervisor to explain several key concepts of the program. Those concepts are the parents' respon-

sibility to pay for weekend care; the role of the parents in providing for the child's personal needs; and the fact that the parents must share their child with another set of (boarding) parents.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
INFORMATION FOR BOARDING HOME PLACEMENT
PI-DHC-CC-38 (Rev. 1-74) (Replaces CC-38 & 132)

INSTRUCTIONS: Please return completed forms to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN
126 LANGDON STREET
MADISON, WISCONSIN 53702

A. PERSONAL INFORMATION

CHILD'S NAME: LAST	FIRST	INITIAL	BIRTHDATE
FATHER'S OR GUARDIAN'S NAME: LAST	FIRST	INITIAL	BIRTHDATE
MOTHER'S OR GUARDIAN'S NAME: LAST	FIRST	INITIAL	BIRTHDATE
ADDRESS	CITY	STATE	ZIP CODE
FATHER'S OCCUPATION		NET ANNUAL INCOME $	
MOTHER'S MAIDEN NAME	MOTHER'S OCCUPATION	NET ANNUAL INCOME $	

COUNTY NAME	HEALTH INSURANCE COMPANY NAME	POLICY NUMBER	HOME TELEPHONE Area / Exch. / Number	BUSINESS TELEPHONE Area / Exch. / Number

SISTER OR BROTHER AT HOME: NAME	BIRTHDATE	SISTER OR BROTHER AT HOME: NAME	BIRTHDATE
SISTER OR BROTHER AT HOME: NAME	BIRTHDATE	SISTER OR BROTHER AT HOME: NAME	BIRTHDATE

B. FINANCIAL ARRANGEMENTS AND CHILD'S PERSONAL NEEDS AGREEMENT

Parents are responsible for the payment of all medical, hospital and dental costs, provision and maintenance of all clothing and special equipment, appliances and miscellaneous school costs. Weekend transportation is also a parental responsibility. If any of these items cause you financial or other difficulties, please contact the Division for Handicapped Children, child welfare consultant, at the above address.

C. EMERGENCY SURGERY AND/OR MEDICAL CARE APPROVAL CONSENT

This portion of the report is being presented to you for your signature in order to assure your child of any emergency care during the time he is away from home. It is realized that any child may become ill or be involved in an accident, whether he is living in his own home or in a boarding home. In several instances, children attending special schools have had appendicitis, making an operation necessary. If there is delay in reaching the parents under such circumstances in order to obtain their permission for surgery, necessary care for the child is delayed thereby endangering his health. It is understood that this consent will stand only when it is not possible to reach the parents by telephone before the physician giving care feels surgery must be done.

NAME OF SPECIAL SCHOOL ATTENDED		TELEPHONE Area / Exch. / Number
ADDRESS	CITY	STATE / ZIP CODE

I HEREBY GIVE MY CONSENT TO THE ATTENDING PHYSICIAN FOR ANY EMERGENCY MEDICAL OR SURGICAL CARE WHICH IN HIS OPINION MAY BE NECESSARY WHILE MY CHILD IS AWAY FROM HOME ATTENDING SPECIAL SCHOOL. IT IS UNDERSTOOD THAT EVERY EFFORT WILL BE MADE TO NOTIFY ME IN CASE SUCH MEDICAL OR SURGICAL CARE IS NECESSARY.

D. ADDITIONAL INFORMATION

1. WHAT INFORMATION CAN YOU GIVE ABOUT YOUR CHILD WHICH THE BOARDING MOTHER SHOULD KNOW, SUCH AS PERSONAL HABITS, (BED WETTING, ALLERGIES, ETC.)

2. WHAT SUGGESTIONS DO YOU HAVE IN REGARD TO A CHOICE OF BOARDING HOME? FOR EXAMPLE DO YOU HAVE RELATIVES OR FRIENDS WHO MIGHT BOARD YOUR CHILD?

1. Parent or Legal Guardian Consent Signature	Consent Date First Year	3. Parent or Legal Guardian Consent Signature	Consent Date Third Year
2. Parent or Legal Guardian Consent Signature	Consent Date Second Year	4. Parent or Legal Guardian Consent Signature	Consent Date Fourth Year

2. Medical Record and Examination - This form is our assurance that the child is healthy and that there are not obvious physical problems which would endanger either the child or the boarding family. This form must be completed annually for each child. An especially important part of the medical examination is the indication of medications and dosages which the child needs.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MEDICAL RECORD AND EXAMINATION
PI-DHC-CC-48 (Rev. 12-71)

INSTRUCTIONS: Parents please fill out the requested information before you take your child to your doctor. Examination must be completed prior to enrollment in a class for physical - multiple handicapped children.

I. MEDICAL RECORD

THIS SECTION OF THE REPORT IS TO BE COMPLETED BY THE PARENTS BEFORE THE CHILD IS SEEN BY THE PHYSICIAN.

NAME OF CHILD: LAST	FIRST	MIDDLE	BIRTHDATE
PARENT'S OR GUARDIAN'S SIGNATURE	STREET ADDRESS	CITY	ZIP CODE

A. WHAT IS YOUR CHILD'S DIFFICULTY?

1. Bone Or Joint Difficulty ☐ YES ☐ NO	Problems (Specify)			
2. Hearing Difficulty ☐ YES ☐ NO	Hearing Aid ☐ YES ☐ NO	If Yes, Which Ear ☐ Right ☐ Left	3. Vision Difficulty ☐ YES ☐ NO	If Yes, Does He Wear Glasses? ☐ YES ☐ NO
4. Retardation or Mental Handicap ☐ YES ☐ NO	If Yes, Has He Been Tested? ☐ YES ☐ NO	If Yes, By Whom Tested?	Test Date	
5. Emotional Problems ☐ YES ☐ NO	If Yes, Describe:			
6. Speech Impairment ☐ YES ☐ NO	If Yes, Describe:			
7. Other Problems ☐ YES ☐ NO	If Yes, Describe:			

B. HISTORY

Weight At Birth	Problems During First Two Weeks Of Life.

C. RECORD OF ILLNESSES

ILLNESS	DATE	ILLNESS	DATE	ILLNESS	DATE
CHICKEN POX		SEIZURES		POLIOMYELITIS	
MEASLES		EAR INFECTION		MUMPS	
GERMAN MEASLES		EYE INFECTION		TUBERCULOSIS	
DIABETES		KIDNEY TROUBLE		OTHER	

D. RECORD OF INJURIES OR OPERATIONS

INJURIES	DATE	INJURIES	DATE
INJURIES	DATE	INJURIES	DATE
OPERATIONS	DATE	OPERATIONS	DATE
OPERATIONS	DATE	OPERATIONS	DATE

E. IMMUNIZATION

DPT	DATE	DATE	DATE	DPT Booster	DATE	Small Pox	DATE
Poliomyelitis (Sabin or Salk)	DATE	DATE	DATE	Measles	DATE	Rubella German Measles	DATE
Mumps	DATE	Tuberculin Test	RESULTS	DATE	Chest X-Ray	RESULTS	DATE

F. ALLERGIES

SPECIFY:

G. MEDICATION

SPECIFY:

H. SPECIAL EQUIPMENT

☐ BRACES (Long or Short Leg) ☐ CATHETER ☐ CRUTCHES ☐ WHEELCHAIR ☐ OTHER (SPECIFY)

PARENT'S SIGNATURE	DATE

TO THE PHYSICIAN: This child is being considered for enrollment in a Special Education Treatment Program. A complete physical examination is required.

INSTRUCTIONS: Please complete this form and return to:

II. MEDICAL EXAMINATION

A. EYES

B. VISUAL ACUITY: DO YOU FEEL THIS NEEDS FURTHER EVALUATION? ... ☐ YES ☐ NO

C. EARS:

D. HEARING: DO YOU FEEL THIS NEEDS FURTHER EVALUATION? ..... ☐ YES ☐ NO

E. SPEECH: DO YOU FEEL THIS NEEDS FURTHER EVALUATION? ..... ☐ YES ☐ NO

F. NOSE:

G. MOUTH AND PHARYNX

H. TEETH: DOES HE NEED DENTAL CARE? ..... ☐ YES ☐ NO

I. NECK:

J. CHEST CONFIGURATION:

K. LUNGS:

L. HEART:

M. ABDOMEN:

N. GENITALIA:

O. EXTREMETIES:

P. BACK: DESCRIBE ANY ABNORMALITIES.

Q. POSTURE:

R. GAIT:

S. BOWELS ☐ CONTINENT ☐ INCONTINENT

T. BLADDER: ☐ CONTINENT ☐ INCONTINENT

U. BLOOD COUNT: (IF DONE)

V. URINALYSIS: (IF DONE)

W. DESCRIBE THE CHILD'S DISABILITY

X. IS THERE A POSITIVE FAMILY HISTORY OF BIRTH DEFECTS, RETARDATIONS, OR HANDICAPS LIKE THE CHILD'S DISABILITY?

☐ YES ☐ NO

Y. MEDICATION:

NAME AND DOSAGE:

NAME AND DOSAGE:

Z. FINDINGS AND RECOMMENDATIONS:

PLEASE TYPE THE PHYSICIANS ADDRESS AND DATE

EXAMINING PHYSICIANS NAME MD	ADDRESS		
CITY	STATE	ZIP CODE	EXAMINATION DATE

3. Boarding Home Agreement and Rate Sheet - This form should be filled out at the time of the initial preplacement visit, after the parents have selected the appropriate home. It should be completed in the presence of all parties so that all details of the room and board agreement are clear to each individual. This agreement constitutes a contract between the parents, the boarding home parents, the school, and the DHC. It is proof of satisfying the provisions of section 121.57, Wis. Stats. All parties must sign in the indicated space. The form is then sent to the DHC socio-educational consultant for final approval and signature. All rates, except as provided by prior approval of the socio-educational consultant for exception, shall be 5/7 of the prevailing foster care rate paid by the local social service agency. This policy ensures that the per day rate of foster and boarding care will remain in concert and avoid undue competition.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BOARDING HOME RATE SHEET AND AGREEMENT WITH BOARDING HOME-PARENTS
PI-DHC-CC-59 (Rev. 11-73)

INSTRUCTIONS: COMPLETE AND RETURN ALL COPIES FOR APPROVAL TO: (NOTE: USE TYPEWRITER OR BALL-POINT WITH SUFFICIENT PRESSURE TO INSURE LEGIBLE COPIES.)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN
126 LANGDON STREET
MADISON, WISCONSIN 53702

A. PERSONAL INFORMATION

CHILD'S NAME—LAST	FIRST	INITIAL

ADDRESS	CITY	STATE	ZIP CODE	COUNTY OF RESIDENCE

CHILD'S DISABILITY

B. BOARDING HOME INFORMATION

NAME OF BOARDING HOME	DATE CHILD PLACED IN BOARDING HOME

ADDRESS	CITY	STATE	ZIP CODE

C. RATE COMPUTATION (PAID BY CITY, REIMBURSED BY THE STATE)

1. Per diem base rate	$
PLUS additions for:	
2. Attendance at school for only part of a day	
3. Special care dependent on child's age, dirability and degree of responsibility expected of the boarding mother (lifting, feeding, administering enemas, etc.,	
4. Toilet habits such as enuresis or incontenence or problems involved in eating and sleeping	
5. Behavior problems such as gross demands for attention, overt acts of destruction, etc.	
6. Other (Specify)	
7. Recommended daily board rate: (Line 1 + 2 + 3 + 4 + 5 6 = Line 7)	$

D. WEEKEND AND VACATION BOARDING COSTS

PARENTS ARE EXPECTED, WHENEVER POSSIBLE, TO PAY BOARDING COSTS FOR SATURDAY, SUNDAY AND VACATION PERIODS WHEN THEY ARE UNABLE TO PROVIDE TRANSPORTATION FOR THEIR CHILD. ARE THE PARENTS ABLE TO ASSUME THESE COSTS? ☐ Yes ☐ No

COMMENTS:

E. AGENCY SUBMITTING RATE INFORMATION

NAME OF AGENCY

AUTHORIZED SIGNATURE	TITLE	DATE

F. AGREEMENT

AN AGREEMENT IS MADE WITH THE BOARDING HOME FOR THE MAINTENANCE OF THE ABOVE CHILD AT THE SPECIFIED RATE PER WEEK FOR THE SPECIFIED NUMBER OF DAYS PER WEEK.

RATE PER WEEK	NUMBER OF DAYS PER WEEK	AMOUNT PAID BY THE CITY AND REIMBURSED BY THE STATE
$		$

OTHER PAYMENT ARRANGEMENTS: (SPECIFY)

SIGNATURE: BOARDING HOME	DATE	SIGNATURE: NATURAL PARENT	DATE

D.H.C. AUTHORIZED SIGNATURE	TITLE CHILD WELFARE CONSULTANT	Agreement Date	Probable Starting Date

DISTRIBUTION: OFFICE – WHITE, SCHOOL – PINK, BOARDING HOME – GREEN, PARENT – CANARY.

B. Miscellaneous Information and Forms used by the Boarding Home Supervisor

It is the policy of the DHC that all boarding home parents must be certified prior to their use as boarding parents. All certification studies must be sent to the DHC for review and approval before a boarding home is used. All children must have a completed Medical Record and Examination on file with the DHC concurrent with their boarding home placement. It is also necessary for the boarding home supervisor to complete the Emergency Medical Card, the Special Medical Needs sheet (if applicable), and to provide the boarding home parents with a copy of all these forms. These copies shall be placed in the red folder provided for that purpose and kept by the boarding home parents near the phone in case of an emergency.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SPECIAL CARE INSTRUCTION SHEET
PI-DHC-CC-147

CHILD'S NAME

SPECIAL HEALTH PROBLEMS (ALLERGIES, ETC.) | DATE OF ENTRY

1.

2.

3.

4.

SCHOOL CHILD ATTENDS | PHONE AREA NUMBER

SCHOOL ADDRESS | CITY | ZIP

TEACHER'S NAME | ROOM NUMBER

SOCIAL WORKER RESPONSIBLE FOR PLACEMENT | PHONE AREA NUMBER

ADDRESS | CITY | ZIP

DIVISION FOR HANDICAPPED CHILDREN PERSONNEL

NAME	POSITION	PHONE AREA NUMBER

OTHER SPECIAL CARE INFORMATION

EXERCISES:

CARE OF APPLIANCES:

OTHER

DENTIST TO BE CONTACTED IN AN EMERGENCY

NAME | BUSINESS PHONE AREA NUMBER | HOME PHONE AREA NUMBER

ADDRESS-STREET | CITY | ZIP CODE

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
EMERGENCY CONTACT SHEET
PI-DHC-CC-146

CHILD'S NAME	
DATE OF ISSUE	

I. CALL FAMILY

PARENT'S NAME	BUSINESS PHONE AREA / NUMBER	HOME PHONE AREA / NUMBER
HOME ADDRESS - STREET	CITY	ZIP CODE

II. CALL PHYSICIAN

PHYSICIAN'S NAME	BUSINESS PHONE AREA / NUMBER	HOME PHONE AREA / NUMBER
PHYSICIAN'S ADDRESS - STREET	CITY	ZIP CODE

III. CALL THIS PERSON IF PARENTS ARE UNAVAILABLE

NAME	BUSINESS PHONE AREA / NUMBER	HOME PHONE AREA / NUMBER
ADDRESS - STREET	CITY	ZIP CODE

C. Preplacement Visits - Minimum of Two

The initial visit to the boarding home will usually be a short, get-acquainted session. The boarding home supervisor assists by making introductions and facilitating communication. The purposes of the initial visit are to allow the parents and boarding home parents to begin to get to know each other, to permit the boarding home family to meet and get to know the child, and to allow the child to meet and become acquainted with the boarding home family.

After this visit, either the parents or the boarding home parents should feel free to decide not to initiate the placement. The boarding home supervisor will confer with the parents and the boarding home parents after this initial visit to hear their decision. If either set of parents is uncertain, additional visits may be arranged until a decision can be made.

The visit prior to the child's first night in the boarding home should be a long visit beginning in the afternoon. It should include the child and both of his parents. They should eat dinner at the boarding home and assist in bathing and readying the child for bed. As much of the child's usual routine as possible should be demonstrated by the parents. This visit will give the two sets of parents the opportunity to get to know each other better and to exchange relevant information about the child and about their own family routines, expectations, and values.

Some of the specifics that the parents and boarding parents should discuss are the child's interests, habits, food preferences, medical problems, and special care problems. Discipline, toileting, bedtime, and transportation arrangements also need consideration.

After this visit, the parents and boarding home parents should discuss the visit with the supervising social worker so that any questions that arise as a result of the visit can be answered. They should make arrangements for keeping in touch with each other in the future either by visits, telephone calls, or notes.

V. In-Service Training and Consultation

A. DHC Socio-Educational Consultant Consultation to the Boarding Home Supervisor

It is the policy of the DHC to provide at least two on-site consultation visits with each local social worker per year. At least one of these visits shall occur in each semester. These meetings shall include but not be limited to a discussion of specific problem cases, assessing program goals, setting new program goals, evaluating existing local and state procedures, and classroom visitation.

No boarding home supervisor should feel that these regularly scheduled consultation visits are limited as to number or date. It is the policy of the DHC to provide whatever help is possible whenever possible to the local agency operating the boarding home pro-

gram. Local boarding home supervisors are encouraged to telephone or write to obtain assistance as needed.

The DHC socio-educational consultant shall summarize the year's consultation activities and shall, in concert with the local boarding home supervisor, set specific goals for the next year's program. This summarization and goal-directed plan shall be completed and in the hands of the local social workers at the beginning of each school year.

B. In-Service Training for Parents and Boarding Parents

It is a fact that sound program standards are best achieved by providing the maximum amount of both general and specific information. The DHC will provide for each local agency operating the boarding home program the opportunity to choose two semi-formal training sessions for boarding home parents. These sessions may be chosen from a list containing various topics. The local agency may choose to hold more than two sessions per year but must agree to sponsor at least two. Additional sessions may be conducted with or without the help of the DHC staff. Local agencies are encouraged to provide or cooperate with the Division in providing as many training sessions as is practicable each year.

VI. Evaluation

Each year, all local boarding home supervisors and directors of special education shall be invited to an evaluation meeting in late spring. This meeting shall have as its purpose the review

of that year's program experience including the effectiveness of all manualized materials. The various local agencies supervising boarding homes will be asked to report on their experiences that year. A report of the evaluation meeting along with all approved program revisions shall be mailed to the meeting participants prior to the beginning of the next school year.

VII. Program Development

The boarding home program is constructed in such a manner as to encourage innovation on the local level. Any boarding home supervisor wishing to alter existing procedures may submit suggestions to the DHC's socio-educational consultant. The socio-educational consultant will then consult with the DHC staff. If the proposed change does not appear to conflict with legal requirements or educational goals, approval will be given to use the new procedure for one year. After piloting, the change shall be evaluated to determine its effectiveness. The experimental procedure might be discarded, continued as an experiment with or without modifications for another period of time, or approved for general use, statewide.

VIII. Major Problems

A. Transportation

Parents are responsible for transporting their child to and from the boarding home each weekend. There is no enabling legislation to reimburse them for this transportation. Transportation from the boarding home to the school and back to the boarding home is provided

by the school. In those instances where parents are unable to transport their child on weekends, extraordinary arrangements may need to be made. It is the responsibility of the local boarding home supervisor to explore those possibilities. In the past, car pooling and/or assistance from the county social service departments have helped to resolve transportation problems. Occasionally the child's home school district may agree to provide weekend transportation; however, this is a nonreimbursable item and as such this expenditure is entirely voluntary on their part.

B. Payment for Weekend Care

Parents are responsible for paying the costs of weekend care when their child must stay in the boarding home for any reason except when weather conditions prevent Friday pick-up. The socio-educational consultant should be contacted when such a situation occurs if the parents are unable to assume this responsibility. In certain special cases, permission may be granted for weekend boarding home payment but only with prior approval of the DHC's socio-educational consultant.

C. Discipline

The child shall be treated in the same manner as the boarding home parents' own children. Corporal punishment may be used if the child's parents give prior approval. The withholding of any food except desserts or treats as a punitive measure is strictly forbidden. All forms of discipline used must be discussed with the boarding home supervisor and meet that individual's approval for the specific child in question. Due to the physical condition of the child, the boarding home supervisor may choose to seek medical clearance for certain kinds of disciplinary actions. Discipline should not be an entirely negative matter. It should consist of clearly set behavior limits with appropriate, predictable, positive and negative reinforcement.

D. Recruitment

Recruitment of potential boarding home parents is done by the boarding home supervisor. Utilization of all news media in recruitment efforts is encouraged. Recruitment should be a part of an ongoing public information effort designed to keep the community aware of the program and its accomplishments. The DHC's socio-educational consultant is available to assist in recruitment and study of homes on an as-needed basis.

E. Teacher Involvement

Boarding home placements are for educational purposes. Therefore, teacher involvement is a natural component of the boarding home placement. Teachers are to be encouraged to have direct

contact with parents, the boarding home supervisor, and boarding home parents when appropriate. Teachers are encouraged to do several specific things to aid in a better placement experience for the child in boarding care: 1) send a copy of all school correspondence to parents, boarding home parents, and th boarding home supervisor; 2) hold joint conferences with parents and boarding home parents; and 3) encourage classroom visitation by parents and boarding home parents.

In any case, when teachers question the appropriateness of a placement, they are encouraged to express their concerns to the boarding home supervisor. It is the responsibility of the boarding home supervisor to make the placement decision in concert with the parents. The DHC's socio-educational consultant may be consulted in such matters and is responsible for resolving any disputed boarding home placements.

Teacher observations as to behavior of boarding home children are a valuable source of information and should be sought. Teachers should be invited to boarding home parent in-service training meetings and encouraged to take part either as presentors or group members.

F. Independent Placement

On occasion, a parent will make an independent placement of their child. In such situations, the local social worker's first step is to notify the DHC's socio-educational consultant.

No boarding home payment shall be made nor shall the placement be recognized as a valid boarding home until so designated by the socio-educational consultant. The reasons for this policy are as follows:

1. Although parents actually make placement, the DHC and the local school have a responsibility to maintain a standard of care.
2. Legal responsibility, of the home giving care and the school, is unclear until all forms prescribed by the DHC are completed.
3. Eligibility for placement in a boarding home is often questionable and must be completed prior to placement to avoid poor placements and psychological damage to the child.

Until the placement has been recognized by the DHC, the boarding home supervisor is to do nothing in relation to the placement without prior written instructions from the DHC socio-educational consultant.

G. Children with Behavior Problems

Children in boarding home placement need help to master this atypical situation. A child needs to maintain a healthy family relationship while adjusting to the boarding home family. Most children will need help in handling this situation. Help should be extended by the local boarding home supervisor either directly or through one or both sets of parents.

Other stress situations which might produce behavior problems are medical care, hospitalization, school, or family problems. If the behavior of the child does not respond to efforts by the boarding home supervisor, the boarding home parent, the parent, or the teacher, a referral to a psychiatric treatment resource should be made. Referrals for such treatment cannot be done without the full knowledge and cooperation of the child's parents. In cases where parents refuse referral, the DHC's socio-educational consultant should be contacted to determine the appropriate action to be taken. The Division's socio-educational consultant after consultation with the appropriate Division educational supervisor and the local school, may instruct the boarding home supervisors to terminate the placement. Such action will not be taken without extensive contact with the child's parents.

H. Multihandicapped Children

The multihandicapped child, for the purposes of the boarding home program, shall be defined as a child who has two or more handicapping conditions, either of which would produce learning and care difficulties for the child. Multihandicapped children are to be placed in the best and most experienced of available boarding homes. Board rates for the multihandicapped child should be set at a higher rate than rates for singularly handicapped children. To set rates for the multihandicapped, the DHC suggests multiplying the normal daily rate of room and board

by 1.5. All higher rates for the multihandicapped child must be approved by the Division. For purposes of determing use of homes and caseload, the severely or multihandicapped child is counted as two.

Social services to the multihandicapped are critical and should be offered on an as-frequently-as-needed basis. Special care shall be taken to ensure that the need for medical care is met. In any case of placement involving the multihandicapped child, preplacement preparation of the boarding home must include consultation with medical personnel. The DHC staff includes the various medical personnel which can provide the necessary medical information regarding proper care procedures to be established in the boarding home. This staff is available to assist boarding home supervisors when making placements. Such assistance might be in person, by phone, or might consist of referring the boarding home supervisor to local resources.

I. Concurrent Use of Homes for Foster and Boarding Care

Except in unusual situations, no boarding child shall be placed in a home which is also used for foster care. This policy is to ensure that the boarding child will not be forced to adjust to the removal or placement of a foster child in the home. An exception to this policy must receive prior approval from the DHC's socio-educational consultant and might be based on the following factors:

1. Age of the boarding child
2. Length of time the boarding child has been in placement at the boarding home.
3. Adjustment of the boarding child.
4. Anticipated length of the placement for the foster child.
5. Severity of the foster child's need for placement.

Other factors might enter in, but these would constitute the major areas of consideration.

J. Liability of Boarding Home Parents and the Agency for Injury to the Child or Damage by the Child

There is no formal Attorney General's opinion on this matter of liability, but the following material is based on informal discussion with an Assistant Attorney General:

It is very unlikely that boarding home parents would ever be held legally responsible for property damage or bodily injury to others done by boarding children, nor is it likely that the agency would be held responsible. In effect, both are functioning in the place of parents, and in general, parents are not responsible for the torts of their children. Parents are only liable for damage done by a child if they have given a child a dangerous instrumentality. Dangerous instrumentality is very narrowly defined, e.g. a gun. An automobile in the hands of a minor inflicting damage on property or persons has not always been considered a dangerous instrumentality. It

is possible, however, for an individual to sue a child and to collect after the child attains majority. Boarding home parents could be doubly protected by taking out inexpensive insurance as a comprehensive personal liability policy which usually costs $25 a year. Since this is insurance which the public has become better acquainted with in the past few years, undoubtedly many boarding home parents carry this protection for their own families. It is our understanding that a boarding child would also be covered as he is a member of the household.

An agency would not be liable to boarding parents for damage done by boarding children for the same reason that boarding parents would not be responsible for damages done by the children. It is generally considered that this constitutes one of the "occupational hazards" of being a boarding parent, but in some instances, as a goodwill gesture, an agency might wish to reimburse the boarding parents for the damage if it is of a minor nature, e.g., a broken window or ruined mattress and bedding. Occasionally, a disturbed child has caused an extensive loss, such as setting fire to a building or critically injuring animals. Such losses are of real concern to agencies because of the public relations aspect and their feeling of responsibility to the boarding parents. Since agencies are unable to bear the burden of heavy losses, the only protection boarding parents have is the insurance they carry on their property, such as fire insurance.

In regard to the liability of boarding parents and property owners for harm done to the child, there would be no liability unless negligence on the part of the boarding parents or property owners could be proved. It is rather difficult to prove negligence so gross that it results in injury to a person. Injuries of an accidental nature to boarding children must be considered as part of the risks of childhood unless the boarding parents have been so negligent that the child has not been given ordinary protection.

There have been occasions when there has been legislation passed to compensate individual foster parents for major damage for which a foster child has been responsible. Any legal action which might result in such litigation regarding a boarding child is initiated through a private attorney. Such action includes filing a claim with the State Claims Commission as one of the preliminary steps. (Note: Current proposed legislation, if passed, would change this in favor of boarding home parents.)

K. Number of Children Allowable in a Single Home

There shall be no more than two handicapped children in a single home. The reason for this is that a handicapped child needs more care and attention than the nonhandicapped child. The additional medical and educational needs which the boarding home parents will be involved in dicate this limitation.

Multihandicapped children shall be counted as two children in determining number of children allowable in a single home.

In cases where the boarding parents have more than three children of their own under the age of 12 years, the placement must have prior approval from the DHC's socio-educational consultant. In any case, no more than one handicapped child shall be allowed in such a situation.

In any situation where a placement is desired which does not meet these conditions, prior written approval shall be obtained from the DHC's socio-educational consultant. Such approval shall be given only after a written request containing the reasons for such an exception is filed with the DHC.

L. Use of Boarding Home Parents Who Retire

The DHC recognizes that the years of experience which are accumulated by active boarding home parents represent one of the most important assets the program has developed. Consistent with this belief, it is the policy of the Division to encourage the altered but continued use of those boarding home parents who retire. The Division suggested uses of retired boarding home parents are as follows:

1. For those former boarding home parents who remain interested and healthy, use as a back-up boarding home is suggested. Their use would be restricted to situations where illness or other personal family emergencies made continued placement in the regular boarding home temporarily infeasible.
2. Former boarding home parents should be sought out to act as advisors to program planning, locally, and statewide.

3. Former boarding home parents might also be used as speakers at in-service training meetings. Their practical experience would provide a unique learning experience for active boarding home parents.

M. Criteria for Selection and Use of Boarding Home Parents

1. The age of boarding home parents shall be not younger than 21 and not older than 65 years.
2. All members of the boarding home family must be certified by a physician as being essentially free from medical conditions which might endanger boarding children.
3. All members of the boarding home family must be free from any mental disorder as reported by the social worker in the study or be certified by a psychiatrist as essentially free from psychiatric disorders which would hamper their ability to perform the parent role or which might in any way endanger the physical or mental health of the boarding child.
4. The home shall meet all health, sanitation, fire, and safety codes of the municipality within which it is located and such other special adaptations to the code as shall be deemed necessary by the representative of the DHC to ensure the health and safety of a handicapped boarding child.
5. The boarding child shall have an adequate bed of his own, equipped with a waterproof covering if necessary.
6. No boarding child will be allowed to share a room with the boarding parents or with another child of the opposite sex over the age of seven withour prior approval of the DHC's socio-educational consultant.

7. Size of bedrooms shall be adequate for the number of persons using each room (minimum of 35 square feet per person).
8. Boarding parents must ensure the proper supervision of the boarding child at all times. (Emergency or recreational use of a babysitter approved by the boarding home supervisor is permissible.)
9. The principal wage earner of the boarding family applicant shall have established a stable job record. Failure to hold the same job for less than three years may be considered evidence of instability unless the reasons for leaving were compelling. Significant promotional opportunity is not a good reason for job change unless the promotion carries with it the probability of long-term job stability.
10. The boarding family applicant shall have established a permanent residence in the community which can reasonably be expected to remain stable for at least three years past the date of the initial placement.
11. The boarding home applicant shall have established a stable marital history. A stable marital relationship shall be minimally defined as one where it has (a) been at least two years from the date of marriage to the date of application to provide boarding care, and (b) where there have been no legal separations for at least two years.
12. The children of the boarding home applicant shall exhibit good adjustment to school, home, and community.

13. No person shall be licensed as a boarding home parent who has a current felony record or a current indictment for a felony offense.

14. No person who has exhibited a pattern of irresponsible operation of a motor vehicle shall be allowed to transport a boarding home child. Mandatory checks of boarding home applicants' motor vehicle records is not necessary unless the supervising social worker has reason to believe that such information would be significant. Any boarding home applicant found to have more six points assessed against their operator's license in the past year shall be referred to the DHC's socio-educational consultant for special approval as a boarding parent. Such approval will include specific restrictions regarding transporting boarding home children.

15. The boarding home applicant family shall have demonstrated an ability to cope individually and as a family with crisis situations, e.g., death, birth, finances.

16. The observation of the boarding home supervisor during the study shall show a family pattern of positive verbal interaction, pleasant tone of voice used in communicating, an ability of the family to describe the various roles of individual members, and a generally positive feeling tone in the home.

17. Boarding home applicants shall demonstrate an ability to (a) share the responsibility of discipline; (b) be consistent in expectations of children; (c) be fair in handling children; (d) gain the respect and obedience of children;

(e) avoid scapegoating any child; (f) perceive the need to discipline the handicapped child in the same manner as a nonhandicapped child; and (g) discuss child-rearing practices and support one approach.

18. The children of boarding home parents shall be well nourished, well behaved, and appear healthy in all ways.

19. Boarding home applicants shall be able to describe the positives and negatives of each of their own children.

20. Children of boarding home applicants shall understand and agree to the placement of a handicapped child in their home.

21. Boarding home applicants shall view children, their own and boarding children, as sources of satisfaction rather than burdens.

22. Boarding homes shall agree to cooperate with the school and boarding home supervisor by being available for appointments, providing any requested information or references, agreeing to attend the required in-service training meetings, and by agreeing to work with parents of handicapped children whom they board.

23. Boarding home applicants shall have a positive attitude toward parents of handicapped children. They shall (a) understand the physical aspects of the handicapping condition; (b) that placement in a boarding home is an act of love on the part of the parents; (c) that the family of the handicapped child is under unusual stress; (d) be free from bias regarding handicapping conditions; (e) feel they can help the child but

realize that they cannot replace his family; (f) express empathy, not sympathy toward the handicapped child; (g) be able to deal with the appliances of the handicapped child; and (h) feel that handicapped children can become productive adults.

24. The motivation of the applicants shall be free from guilt. Financial remuneration shall not be the major motivation. The decision to apply as boarding home parents shall be freely made without undue pressure from family, employer, or friends.

IX. Grievance Procedure

If anyone becomes concerned with the general administration of the boarding home program or with the handling of a specific case, they may write to the following committee for assistance in resolving their concerns:

Boarding Home Advisory Committee
Division for Handicapped Children
126 Langdon Street
Madison, WI 53702

Within a reasonable length of time, the committee shall make a formal disposition of the problem.

WAB:mge

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